



**UNIVERSITI PUTRA MALAYSIA**

**TRAINING NEEDS OF THE FRONT-LINE EXTENSION WORKERS IN  
THE WESTERN DEVELOPMENT REGION OF NEPAL**

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TRAINING NEEDS OF THE FRONT-LINE EXTENSION WORKERS IN THE  
WESTERN DEVELOPMENT REGION OF NEPAL

by

Komal Prasad Pradhan

A thesis submitted in partial fulfilment of the  
requirements for the degree of Master of Science  
in the Centre for Extension and Continuing Education,  
Universiti Pertanian Malaysia.

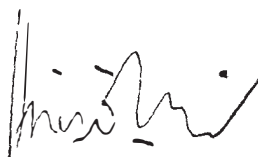
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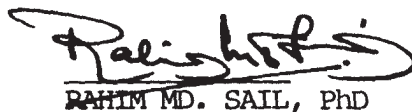
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This thesis is dedicated to my parents  
who have been a source of inspiration throughout  
the study period

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## LIST OF ABBREVIATIONS

### Abbreviation

FLEWs	:	Front-Line Extension Workers
JTs	:	Junior Technicians
JTAs	:	Junior Technical Assistants
SLC	:	School Leaving Certificate
A/D/B	:	Agricultural Development Bank, Nepal
A/I/C	:	Agricultural Input Corporation, Nepal
A/D/C	:	Agricultural Development Council, Inc.
I. A.	:	Intermediate of Arts
I. Com.	:	Intermediate of Commerce
B. A.	:	Bachelor of Arts
B. Com.	:	Bachelor of Commerce
I. Sc.(Ag):	:	Intermediate of Science in Agriculture
B. S.	:	Bikram Sambat — Nepalses Calender



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July, 1985

Supervisor : Associate Professor Dr. Rahim Md. Sail  
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The main purpose of this study was to determine the training needs of the front-line extension workers (FLEWs) in the Western Development Region of Nepal. The specific objectives of this study were to determine: the importance of some selected professional competencies in the fields of extension, communication and social skills in relation to FLEWs' job performance and for inclusion in the in-service training programmes; the differences in the respondents' perceptions on the importance of the professional competency categories in relation to their job performance and for inclusion in the in-service training programmes when the respondents were grouped according to staff position, age, tenure, educational level and attendance in in-service training programmes and; the relationships between the importance of the professional competency categories in relation to FLEWs' job performance and their importance for inclusion in the in-service training programmes.



The data were collected from 142 respondents in five selected districts of the Western Development Region in Nepal using self-administered questionnaires. The questionnaire consisted of 95 selected professional competencies in the fields of extension, communication and social skills, and some selected personal characteristics. Likert Scale technique was used to obtain the respondents' perceptions on the importance of the listed competencies.

It was found that all the 95 selected professional competencies were perceived important by the respondents in relation to their job performance. Similarly, 94 (out of 95) competencies were perceived important by the respondents for inclusion in their in-service training programmes. The respondents, irrespective of the selected personal characteristics, perceived all the eight competency categories to be important for their job performance as well as for inclusion in the in-service training programmes. A significant and positive relationship existed between the importance of each of the competency categories in relation to job performance and their importance for inclusion in the in-service training programmes.

The findings of the study indicated that front-line extension workers in Nepal required training in the fields of extension, communication and social skills in order to perform their job more effectively and efficiently.

Abstrak tesis yang dikemukakan kepada  
Senat Universiti Pertanian Malaysia sebagai  
memenuhi sebahagian dari keperluan untuk  
ijazah Master Sains

KEPERLUAN LATIHAN UNTUK PEKERJA PENGEMBANGAN  
BARISAN HADAPAN DI KAWASAN PEMBANGUNAN BARAT, NEPAL

Oleh

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Julai, 1985

Penyelia : Profesor Madya Dr. Rahim Md. Sail  
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Matlamat utama kajian ini adalah untuk menentukan keperluan latihan bagi pekerja-pekerja pengembangan barisan hadapan (PPBH) di Kawasan Pembangunan Barat, Nepal. Objektif-objektif khusus kajian ini adalah untuk menentukan: kepentingan beberapa kemahiran profesional dalam bidang pengembangan, komunikasi dan kemahiran sosial yang ada kaitannya dengan prestasi kerja dan program latihan dalam perkhidmatan PPBH; perbezaan tanggapan responden terhadap kepentingan kategori-kategori kemahiran profesional berhubung dengan prestasi kerja dan program latihan dalam perkhidmatan mengikut jawatan, umur, jangka masa berkhidmat, penyertaan dalam program latihan dalam perkhidmatan dan tahap pendidikan responden dan; menentukan hubungan di antara kepentingan kategori kemahiran profesional berhubung dengan prestasi kerja PPBH dan kepentingan kemahiran berkenaan dalam program latihan dalam perkhidmatan.

Data telah dikumpul daripada 142 responden di lima buah daerah dalam Kawasan Pembangunan Barat, Nepal dengan menggunakan borang soal-selidik yang dijawab oleh responden sendiri. Borang soal-selidik mengandungi 95 kenyataan kemahiran profesional dalam bidang pengembangan, komunikasi dan kemahiran sosial serta beberapa soalan mengenai ciri peribadi. Teknik Skala Likert (Likert Scale) telah digunakan untuk mendapatkan tanggapan responden terhadap kepentingan kenyataan-kenyataan yang disenaraikan.

Didapati bahawa kesemua 95 kenyataan profesional dianggap penting oleh semua responden berhubung dengan prestasi kerja mereka. Manakala 94 daripada 95 kenyataan dianggap penting oleh semua responden untuk dimuatkan dalam program latihan dalam perkhidmatan. Kesemua responden tanpa mengira ciri-ciri peribadi yang telah dipilih menganggap lapan kategori kemahiran profesional adalah penting untuk prestasi kerja mereka dan untuk dimuatkan dalam program latihan dalam perkhidmatan. Hubungan yang signifikan dan positif wujud di antara kepentingan terhadap setiap kategori kemahiran profesional berhubung dengan prestasi kerja dan kepentingan untuk dimuatkan kategori kemahiran berkenaan dalam program latihan dalam perkhidmatan.

Hasil kajian ini menunjukkan bahawa pekerja-pekerja pengembangan barisan hadapan di Nepal memerlukan latihan dalam bidang pengembangan, komunikasi dan kemahiran sosial untuk melaksanakan kerja mereka dengan lebih cekap dan berkesan.

## CHAPTER I

### INTRODUCTION

Nepal is a small Himalayan kingdom in South Asia between India and China. It has an area of about 147,181 square kilometers with a population of about 15 million. The major part of the country consists of high mountains and rolling hills. This accounts for 83 percent of the total land area, while the remaining 17 percent is flat.

Administratively, Nepal is divided into five developmental regions: (1) the Eastern Development Region, (2) the Central Development Region, (3) the Western Development Region, (4) Mid-Western Development Region, and (5) the Far-Western Development Region (see figure 1). However, according to altitude, the country can be divided into three distinct natural regions, namely, the himalayan region (4877 m - 8839 m); the mountain region (610 m - 4877 m); and the tarai<sup>1</sup> region (350 m - 610 m) (Nepal, 1982).

Nepal is predominantly an agrarian country. About 93 percent of its total population depend their livelihood on agriculture and its related activities. Agriculture plays a dominant role in the economic development of the country. Its importance is reflected by the high Gross Domestic Product (GDP) generated by

---

1

A flat area along the southern parts of the country which is very fertile and productive.





this sector which accounts for 65 percent, as well as, high employment opportunity provided by this sector (94 percent). This sector also contributes 80 percent of the foreign exchange earnings (Khadka and Gautam, 1981). The overall progress in the development of the country is largely dependent on an increase in the productivity in the agricultural sector. Therefore, the government has continuously stressed on agricultural development as a key to the national development in Nepal.

Nepal has been self-sufficient and self-reliant on food for a long time in the past. However, this situation has changed in recent years. The overall agricultural productivity per unit area has declined as more and more marginal land is brought into cultivation. On the other hand, there are more mouths to feed and virtually no additional land to bring under cultivation (Pant and Thapa, 1981). Statistics have shown that there has been a faster growth in population than of agricultural production in the last decade. For example, in the last fifth five-year plan (1976 - 1980), the population growth rate in the country was 2.3 percent while the agricultural production was decreased by 22 percent in the fifth year of the plan (Singh, 1980).

The importance of agriculture has been well recognized in the development of the country's economy. So, the agricultural sector has been given top priority in the national development plans since its fourth five-year plan (1971-1975). However, the first three five-year plans (1956-1970) emphasized on the creation of basic infrastructure in the country and paid little attention to the agricultural development programmes (Pant and Thapa, 1981). After the fourth five-year plan, planners,



administrators, and policy makers concerned with agricultural development are striving hard to bring about a rapid increase in agricultural production. Increased efforts have been under way to accelerate the process of transferring the country's traditional agriculture into a modern and self-sustaining one. In doing so, several agricultural development programmes have been launched and the government has invested heavily on agricultural development in the past two decades. But, despite these emphases and heavy investments, no significant increase in agricultural production has been achieved.

Farming, in Nepal, is still largely based on traditional technology (Khadka and Gautam, 1981). One of the factors for the slow agricultural development in the country, to a large extent, is believed due to out-moded and traditional methods of agriculture still practised by the majority of the farmers. Experimental trials conducted on the government farms and farmers' plot have demonstrated that a considerable potential exists for higher yields with the adoption of improved varieties, water management, nutrient supply, and plant protection measures.

There is no doubt that technological innovations are the effective means of increasing agricultural production. But, the development of such improved and modern technology in itself is of little or no value unless they reach to the ultimate users and are put into practice by them. The extension service is responsible for the transfer of these new improved technologies to the farmers. The extension service is also responsible for educating and mobilizing the peasants to adopt new technology in



the field. Therefore, an effective extension service plays a very important role in agricultural development.

In Nepal, the Department of Agriculture is responsible for the overall development of agriculture. The Department of Agriculture is the main agency to develop and disseminate improved agricultural technology. Under the Department of Agriculture, there is a Division of Agricultural Extension and Training which is responsible for coordinating and supervising extension programmes in the country. In the districts, the extension programmes are carried out through the District Agricultural Development Office. It is an education arm of the Department of Agriculture which is headed by an Agricultural Development Officer, a degree holder in agriculture. He is responsible for planning, execution, supervision, and evaluation of the extension programmes in the district.

Depending upon the population size and area of the district, about 20 to 45 Junior Technicians (JTs) and Junior Technical Assistants (JTAs) are attached to each district. They are the grass root level extension workers who are responsible for implementing extension programmes at the village level. The Junior Technicians are either a two year certificate holder in agriculture or promoted from the Junior Technical Assistants after a minimum of five years experience in extension work. The Junior Technical Assistants are either a JTA training  
<sup>2</sup> certificate holder or School Leaving Certificate <sup>3</sup> (SLC) holder

---

2

A recognition achieved after one year training in various fields of agriculture which is organized especially for JTAs.

3

A recognition achieved after 10 years of formal schooling.

